



150 East Tenth Street
Claremont, CA 91711
909/621-8075
909/621-8734(fax)
www.cgu.edu

Campus Diversity Initiative
Evaluation Project

•
Co-Directors

Sharon Parker
Sharon.Parker@cgu.edu

Daryl G. Smith
Daryl.Smith@cgu.edu

Alma R. Clayton-Pedersen
Clayton-Pedersen@aacu.org



*Association
of American
Colleges and
Universities*

1818 R Street NW
Washington, DC 20009
202/387-3760
202/265-9532(fax)
www.aacu.org

Funded by
The James Irvine Foundation

THE CAMPUS DIVERSITY INITIATIVE: CURRENT STATUS, ANTICIPATING THE FUTURE

Daryl G. Smith

March 2004

THE CAMPUS DIVERSITY INITIATIVE: ITS STATUS AND FUTURE

Introduction

California today is the setting of dramatic demographic change. Yet higher education in the state has not reflected that diversity. Stark socioeconomic and racial gaps exist in college enrollment and achievement. At the same time, a college degree has never been more critical to career success and to promoting a democratic society. California needs to ensure that the students, faculty and curricula at its college campuses reflect the state's diversity, and that all college students are prepared for participation and leadership in a diverse society.

As colleges and universities identify the challenges they face in diversifying their students, faculty or curriculum, The James Irvine Foundation's Campus Diversity Initiative (CDI) has helped them take the strategic steps to address issues of diversity on their campuses. From 2000-2005, 28 independent colleges and universities in California have been participating in this five-year, \$29 million effort. The goals of CDI are to increase the success of historically underrepresented students in higher education (African-American, Latino, and Native-American students) and to prepare all college students for participation and leadership in a diverse society. The Initiative is designed to strengthen the impact of campus diversity efforts, increase institutional capacity to monitor progress on diversity, and also to contribute to the knowledge base in the field.

This report, "The Campus Diversity Initiative: Its Status and Future," is intended to provide an overview of the Initiative's work to date and to foreshadow the work to be done in the remaining years of the Initiative, including a glimpse about what is being learned.

Irvine's Earlier Diversity Grantmaking

The Initiative builds on 13 years and nearly \$30 million of previously awarded grants by the Irvine Foundation to campus diversity. Similar to its current focus, Irvine's grantmaking in the late 1980's through the 1990's was based on the recognition that the changing demographics of California were generally not reflected in the enrollment and graduation rates of California colleges and universities. In 1997, Irvine undertook a review of the first 10 years of its grantmaking program (Smith, 1997). The report revealed that while the first generation of grants had been put to good use, several issues, described below, appeared to limit the impact of the grants for institutions, as well as for the Foundation.

First, consistent with findings of other studies nationally, it became clear that the evaluation efforts of the first grants did not provide enough information to the Foundation and to campuses about the *institutional* impact of their diversity work and about the progress that had been made. Rather, the reports tended to report on the activity of the specific grant and the impact on individuals who had received grants. The issues of access and success for underrepresented students—along with concerns about institutional capacity building—were the organizing goals of many the grants. Yet,

without measurable data and reporting, it was difficult to determine whether or not any progress had been made.

Second, it was not clear that there was a tight connection between the strategies and approaches built into the grants and institutional goals for diversity. Diversity efforts tend to produce many worthwhile programmatic efforts that may or may not facilitate the achievement of specific institutional goals. Thus, evaluations of such programs may not in any way relate to whether institutional goals or objectives had been achieved.

Third, while the Foundation's strategy of providing large grants that warranted a focus on institutional change and the engagement of senior leadership was affirmed in the 10-year review, the implementation of a process on campus that would keep senior leadership involved and also monitor progress during the course of the grant needed to be strengthened. It became clear that with all the demands on campus leaders, only those doing diversity work remain focused on diversity results. Yet, campus progress on diversity rests on many other key people in the institution.

Finally, it appeared that traditional institutional approaches to evaluation reduced evaluation to a pro forma requirement whose primary purpose was to satisfy a foundation. While some formative data were collected on campus, the evaluations often relied on bringing in an outside evaluator at the end to write a report. However, the evaluator's own ability to assess impact was often limited by the absence of systemic data. In addition, this approach provided little opportunity for changes during the time of the grant.

The Campus Diversity Initiative Process

The retrospective review of Irvine's diversity grantmaking called for developing new grantmaking strategies to increase a campus' own capacity to maximize the use of external funding for institutional change. Learning from other evaluations of diversity work nationally (Musil et al, 1999; Nettles et al, 2002; Smith et al, 2000), from the work of other philanthropic organizations (Pew Charitable Trusts, 2001; Preskill and Torres, 1999; W.K. Kellogg Foundation, 1998), as well as from this assessment of Irvine's prior diversity efforts (Smith, 1997), the grantmaking process for the CDI was redesigned at the beginning of the Initiative.

In 2000, Irvine made a strategic decision to redesign its entire process using an organizational learning approach as the fundamental orientation. Not only would organizational learning help develop an inquiry-based approach to evaluation, it could also begin the process of inquiry even before a grant was awarded, by asking campuses to assess the status of diversity on their campus in the context of the institution's own history and mission. Once the grant was awarded, the effort could, then, assist campuses in developing processes and means by which a fundamental question could be addressed: How can we know if we are making progress? By gathering manageable and relevant institutional information about the progress of the campus toward its goals and by supporting a process by which teams from the campus would monitor and discuss

progress, information would be available that would be relevant not only to the campus but would in the long term assist the Foundation in assessing the impact of its initiative.

Throughout the Initiative process, the Foundation agreed to make technical assistance available to campuses to assist in building or providing whatever resources were essential to make the new process successful. These took the form of planning grants, assistance with relating institutional data to institutional questions, and even strategic planning advice.

In 2000, the Foundation also funded the evaluation component of CDI as a collaborative effort of the Claremont Graduate University (CGU) and the Association of American Colleges and Universities (AAC&U) and co-directed by Daryl Smith, Sharon Parker, and Alma Clayton-Pedersen. The objectives of the CDI Evaluation Project are the following:

- To work with campuses, once the grants had been awarded, to develop their respective capacities to assess and learn from their own progress.
- To provide information about ongoing implementation of the initiative across the cohort of campuses.
- To provide opportunities for campuses to share their experiences.
- To contribute to the larger knowledge base and theory about diversity in higher education.
- To study the overall impact of Irvine's Campus Diversity Initiative.

What has emerged has been a five-phase process—institutional self-study, proposal, evaluation plan, interim report, and annual seminar—beginning long before a proposal was considered and continuing throughout the grant period.

1. The first phase included the development of an institutional self study that clarified where the institution was with respect to several aspects of diversity, how diversity is related to the mission of the institution, what could be learned from past diversity efforts, and what the key issues were concerning institutional goals. The purpose of this important institutional overview was to provide an opportunity for the campus to reflect on past diversity efforts and to use institutional data to assess the areas of greatest need and to begin to frame important strategies and goals for the future. The rationale for this step was developed based on the prior evaluations of Irvine's effort and also lessons that have emerged from national reports and studies. At many campuses, a plethora of initiatives develop that, while significant and meaningful in their own right, may or may not be directly related to supporting or sustaining institutional change and goals. For many campuses, Foundation program officers and consultants were available to the campuses to provide feedback on drafts of the overview, pose questions, and make suggestions. The goal of this phase was to invite honest self-reflection, empirically driven analysis, and to help campuses focus campus planning efforts.

2. The second phase included an invitation from the Foundation for the development of a proposal grounded, first, in an articulation of what institutional goals were most important at this juncture in the institution's work on diversity, and, second, the development of strategies that would be feasible and manageable in moving the institution toward its goals. The proposal also required a preliminary formulation of an evaluation component and a process of decision-making that would involve leadership at all levels. Like the work in the first phase, the proposals from each of the institution varied based on the mission and issues pertinent to the specific institution. Also, like the work in the first phase, drafts of proposals were prepared with feedback from Foundation officers and consultants, as needed. Key elements of the feedback focused on the degree to which the institutional goals and strategies were aligned with one another and were likely to enable the institution to make significant progress, whether the strategies suggested were likely to be successful—and whether the strategies were likely to be sustainable.
3. The third phase actually took place after the grant was awarded. In this phase the campus was to develop an evaluation plan grounded in principles of organizational learning and designed to assist the campus in monitoring progress. The philosophy of this phase was to invite the campuses to use evaluation to strengthen its internal efforts rather than simply to comply with Irvine's requirements. Because the Foundation wanted the evaluation design to be useful rather than compliant, the formal evaluation plan was to be submitted within six months after the grant was received. It has been at this phase, that the resources of the evaluation project have been available to each campus. At regular intervals, campuses have worked with a member of the project to prepare draft evaluation plans. The intent has been to help ensure that the evaluation effort is manageable and could provide a means by which the campus can monitor progress not only on the strategies but, more critically, monitor progress toward the expressed goals. This phase has concluded with members of the evaluation resource team and Irvine program officers reviewing each plan.
4. An important fourth element of the process has been a regular six-month interim report. Each campus, rather than simply reporting to the Foundation about the activities of the interim period, has been encouraged to use the evaluation plan to assess progress and, then, to use the development of the written report to provide a forum on campus to discuss progress honestly and reflectively. Thus, rather than simply developing a report to satisfy the Foundation, the report is intended to be used, primarily, as an internal document, and, secondarily, sent to the Irvine Foundation.
5. To facilitate campus and project collaboration, the campuses have participated in an annual seminar in June with teams from each institution, Foundation staff, and members of the Evaluation Project team. The focus of the seminar has evolved to reflect the stage in which campuses are in the initiative. While in the first years the focus was on designing evaluation plans and sharing of ideas, the focus in the

last several years has been and will be on using data, sharing information, and reflecting on the lessons being learned.

Most of these campuses, because they had a prior relationship with Irvine, were willing to engage in what became a paradigmatic shift in the process of grantmaking and their relationship with the Foundation. The process emphasizes a collaborative effort between Irvine and the cohort of campuses to strengthen their diversity work and the evaluation of those efforts. The Foundation also ensured flexibility in the Initiative design itself so it would be consistent with each institution's own mission and to provide initiative-wide and customized resources to campuses, as needed, to facilitate progress toward the CDI goals. Thus, in a way quite distinctive for traditional diversity work, the CDI has been focusing both on the programmatic issues in regard to campus diversity and, through the evaluation project, to the work of increasing organizational learning and supporting institutional change with respect to diversity.

The approach has not only provided opportunities for each institution to proceed in ways appropriate to the institution, the process has also revealed that each institution brought different capacities and experience to the creation of four kinds of documents central to this initiative: the overview, the proposal, the evaluation plan, and interim reports. Reflecting on the process itself including institutional factors, implementation efforts, and timing, will be part of the concluding phase of the entire initiative.

Framework for Diversity Efforts

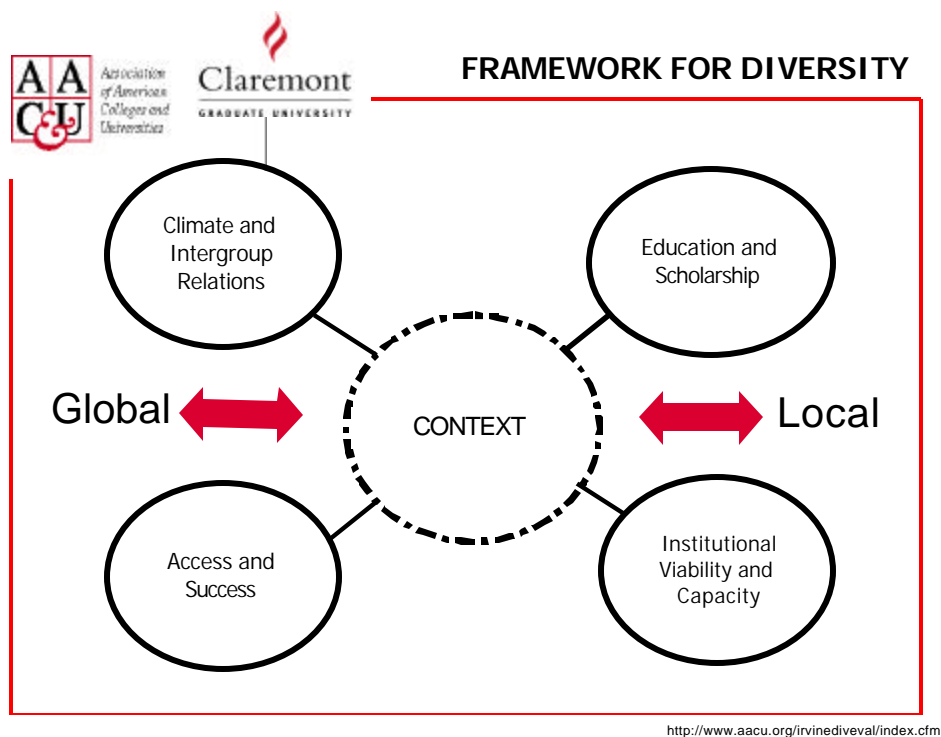
The central goals of the Campus Diversity Initiative have been relatively clear: to increase access and success of historically and economically disadvantaged students and to increase institutional capacity to address diversity. At the same time, the Foundation left open to each campus the development of their own approach to diversity in their own institutional context. In the end, while there is considerable variation in institutional context and emphasis, there is also considerable overlap in campus goals and, even, strategies. These approaches have been organized using a framework for diversity that falls within four dimensions (Smith, 1999): **Access and Success** of underrepresented students, **Campus Climate and Intergroup Relations**, **Education and Scholarship**, and **Institutional Viability** (see graphic on page 6).

This framework provides a useful way of both describing the areas of diversity that institutions are working with and also to illuminate indicators relevant to the evaluation process. The framework captures the important elements of diversity efforts on each of the participating campuses and also suggests the important interrelationships between them. While the final report will provide a complete analysis of approaches and goals across the cohort of campuses, some examples of what is being done are described below.

Access and Success

Some of the campuses are still working to increase the diversity present in their student bodies through outreach, partnerships, summer programs, and strengthening the knowledge base in admissions approaches. Most campuses, however, are addressing continuing gaps in achievement and success for particular populations. There are

campuses that have been very successful with Latino students, but less successful with African-American students. A few of the campuses, who note few achievement gaps among groups, are focused on whether students from different racial and ethnic groups are thriving at the institution—that is achieving honors, graduating in technical science and math fields (SMET), or are generally as engaged on campus. While each campus remains focused on the access and success of the historically underrepresented populations (African Americans, Latinos, American Indians), more and more campuses are also engaging the experiences of different Asian-American populations such as Filipino students, as well as first generation students from lower economic backgrounds. Paying attention to groups that have been important historically while paying attention to populations that are increasing in California is an important development in this current initiative. A few of the campuses with graduate programs are focusing on graduate education particularly in terms of the pipeline to faculty careers.



Campus Climate and Intergroup Relations

As part of the effort to address an institution's own capacity to be successful with respect to diversity issues, many of the campuses are addressing questions about improving campus climate through programmatic efforts and campus discussions about institutional commitment. In addition, given the increasing diversity on many campuses, efforts to increase the opportunities for students to learn from one another are being addressed.

Education and Scholarship

As with the first generation of diversity grants, most campuses are working with faculty on curricular transformation efforts. While a few campuses have begun to address issues

about student learning directly, more are working on increasing the range of courses and departments that are involved with the scholarship on diversity. As part of that effort, campuses are also offering opportunities to faculty to work in scholarly areas related to diversity issues. Virtually all campuses have now begun to link the efforts in this dimension to the mission of institutions to prepare students for leadership in a diverse society. While this generic mission is present to a greater or lesser degree across all campuses, many campuses have made specific links to more unique aspects of their mission. For some, a commitment to social justice is prominent. For others, intentionality with respect to leadership development is emphasized.

Institutional Viability

A core aspect of increasing institutional capacity for diversity is now centering on diversifying leadership on campus. In particular, many of the campuses are addressing the hiring and retention of faculty of color, especially African American, Latino, and American Indian faculty. Locating leadership diversity in this dimension is to highlight the institutional significance of faculty diversity. A diverse faculty is not only important because of the increasing diversity of the student body, and, for contributions to the diversity of the scholarship and curriculum available, but, also, to add to the perspectives and legitimacy of decision-making on campus. Another strategy being developed on a few campuses has been the development of a key diversity person on campus whose primary role is to work with senior leadership on policy related matters, to bring people together as the work of the CDI develops, to assist in keeping diversity as an intentional aspect of institutional planning and policies, and, to create synergy across the institution.

Building Institutional Capacity for Evaluation through Organizational Learning

Asking campuses to build in an evaluation component was not an unusual requirement for Irvine or for other funders. However, attempting to build evaluation into an organizational learning model and embedding it throughout the process did differ significantly from what campuses expected. Perhaps even more unusual was the commitment of Irvine to assist institutions as needed. Significantly, the use of an organizational learning model is becoming more common in other contexts (Hernandez and Visser, 2001). Not only have other foundations found this process and information-based approach to evaluation more applicable (W.K. Kellogg, 1998), other entities, such as regional accreditation organizations, have been introducing organizational learning frameworks to issues of quality improvement (WASC, 2002).

At its core, organizational learning may, in some ways, be a better conceptual way to think about change in colleges and universities (Bensimon, Polkington, Bauman, Vallejo, 2004; Boyce, 2003; Eckel, Green & Hill, 2001). These are not hierarchical entities in which change can easily be mandated. Hiring issues, curricular change, and many other aspects of diversity efforts rest with a widely disparate group of individuals on a campus. In addition, the highly decentralized nature of campus decision-making means that collective efforts must be relied upon rather than administrative decisions. Moreover, colleges and universities—particularly private ones—hold on to their authority to set the direction for the institution and are reluctant to respond to outside direction. Organization

learning assumes that change must come from the institution. At a conceptual level, then, using *organizational learning in learning organizations* seems to make sense. In addition, one can also make the case that an organizational learning frameworks hold the promise of being more informative and usable. It encourages the use of structures in which members of the campus community can honestly reflect on successes and failures and take ownership of the process and the results. In the end, it is also likely to provide better information on which a foundation can judge the overall impact of its efforts.

The CDI Evaluation Project

The CDI Evaluation Project began its work with campuses by developing a set of resources to aid campuses, as needed. Jose Moreno joined the team as a senior research analyst to take the lead with the data development both to assist campuses and for the eventual impact study. A group of consultants were identified who had experience both in diversity work and in evaluation. Each campus was assigned a consultant to begin their work, and at regular points along the way the three co-directors and Foundation program officers have come together to provide feedback and suggestions to each campus. Early on, a resource kit was developed that provided information on survey instruments and other tools available nationally for evaluating diversity efforts. (That resource kit is now online at www.aacu.org/Irvine.)

Each June the campuses are brought together in a seminar format to discuss the approach to evaluation, assist with issues, and provide opportunities for campuses to share what they are learning. In addition, a website and listserv have been developed to facilitate information sharing between the participants. Finally, specific technical assistance has been available from the evaluation resource team as needed. Fortunately, a number of the Irvine campuses have also been involved in the Diversity Scorecard Project, a project that is focused, as well, on using data to monitor campus progress with respect to the success of underrepresented students on campus and committed to an organizational learning framework. This connection has reinforced the efforts and added additional resources to the participating campuses.

In addition, the CDI Evaluation Project has focused on the following elements with regard to its work:

Principles. The approach to the evaluation project included a number of principles that were highlighted throughout. These principles focus on developing information that is manageable, that is relevant to the needs of the particular institution, and that creates the opportunity for an ongoing process (see box below).

PROJECT PRINCIPLES

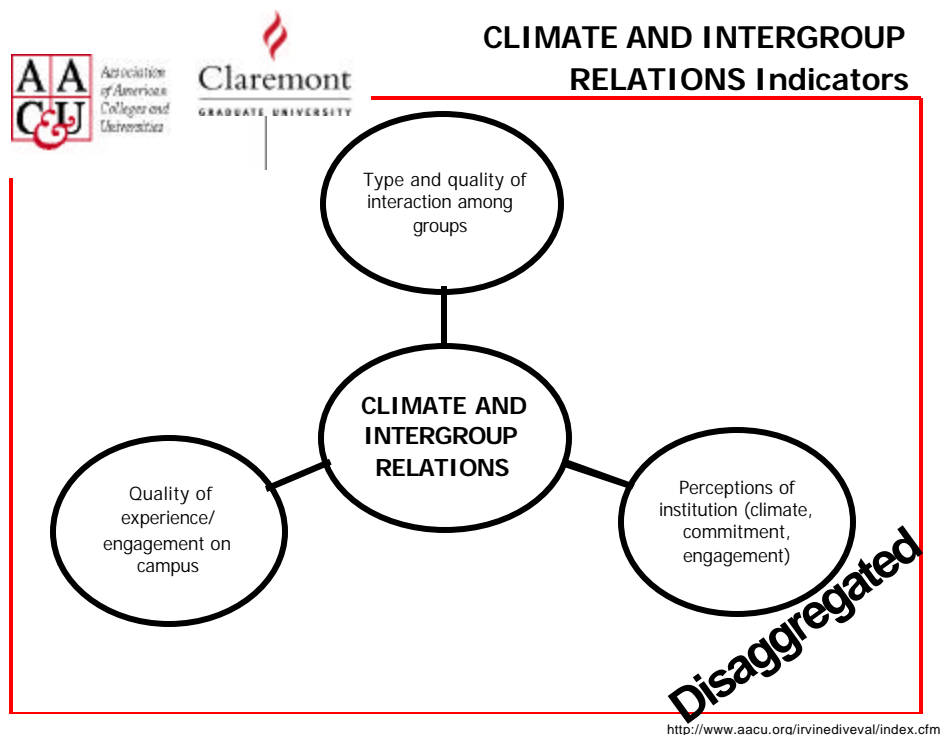
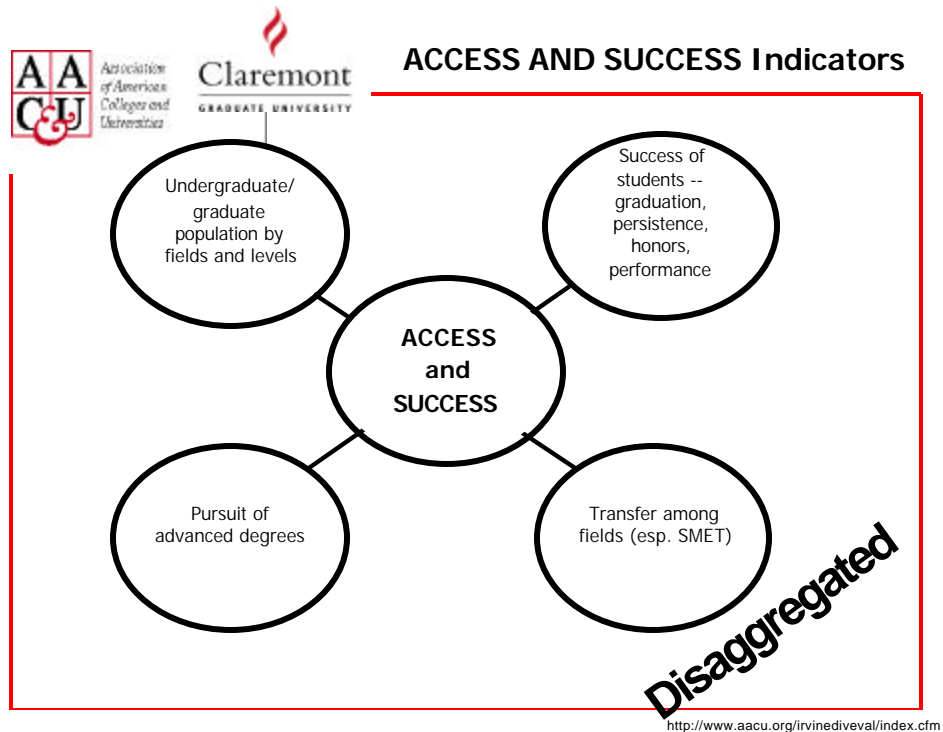
- Approaches evaluation from an organizational learning point of view
- Manageable for campus and capable of being maintained
- Monitors key goals and elements of proposal
- Focuses on institutional issues/change, not simply project-specific issues
- Reveals success and problems along the way in both results and processes
- Guides the six month reports to the Foundation
- Takes into account:
 - *Institutional differences and stages with respect to diversity*
 - *That institutions vary in mission, needs, goals and culture*
 - *That strategies, goals and emphasis differ*
 - *The possibility of taking some risks and learning from them*
 - *Differences within institutions (disaggregation of information)*
- Encourages institutional sharing
- Uses the evaluation liaison and evaluation resource team in an advisory capacity

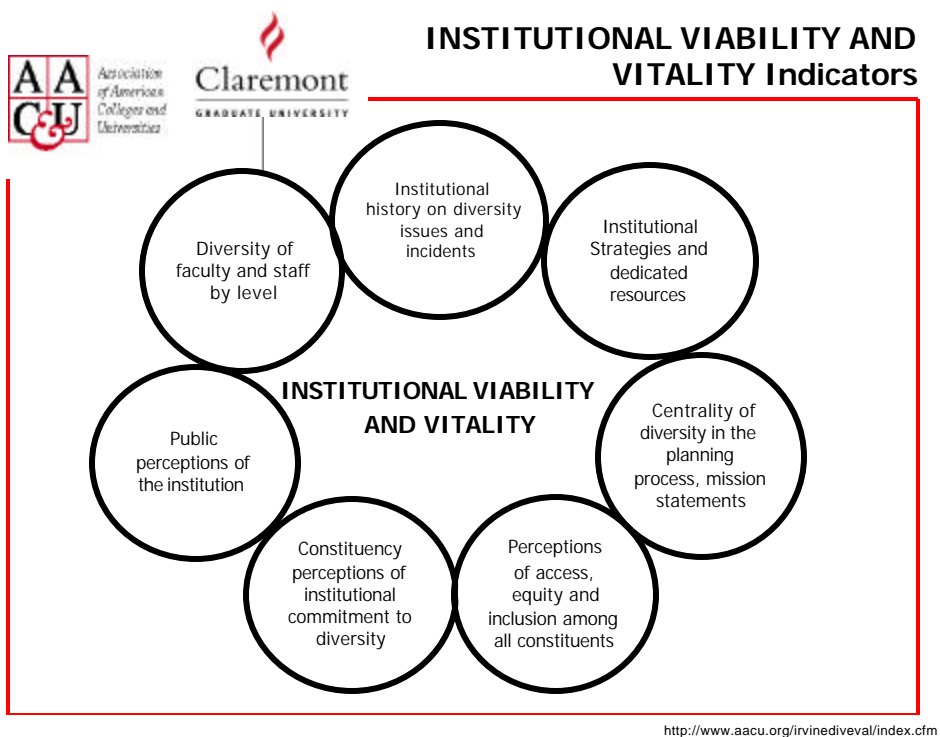
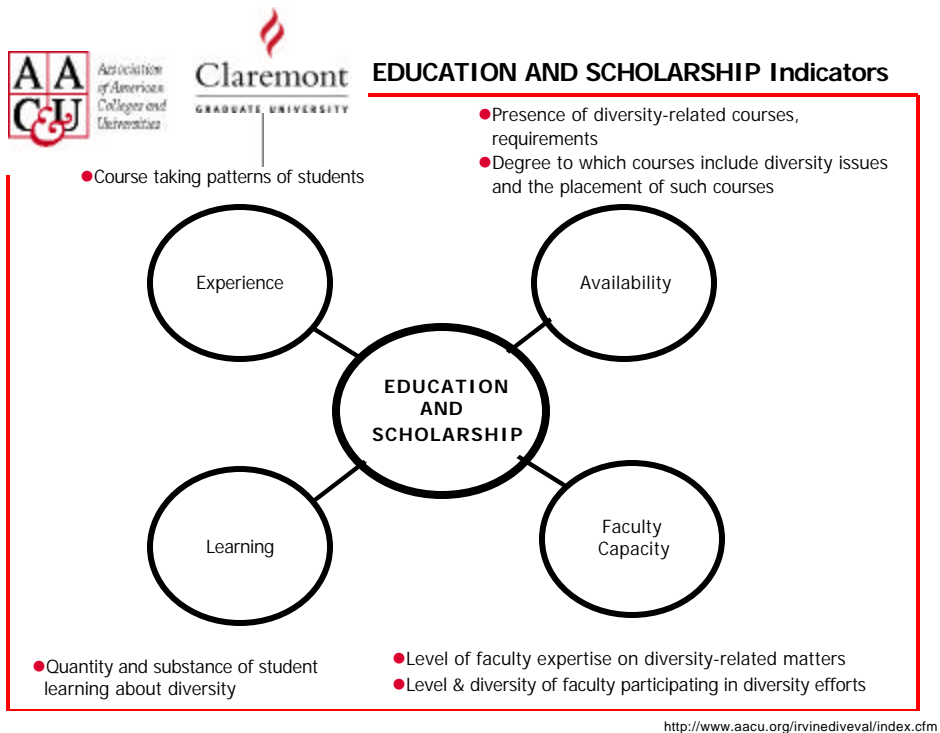
<http://www.aacu.org/irvine/eval/index.cfm>

A key focus of the effort has been making sure that campuses are focusing on institutional goals and not just programs developed with Irvine resources. This turns out to be a difficult distinction. While Irvine may be assisting with funds for one aspect of a retention effort, for example, campuses have been encouraged to look at retention overall and to include all related retention efforts in the conversation whether funded by Irvine or not.

Indicators. Also central to the approach has been an emphasis on data and internal processes by which campuses could share information and make meaning of the data. While each campus is distinct and has been encouraged to frame issues in its own context, the broad outline of issues related to diversity crossed institutional boundaries. The four dimensions of diversity have provided a way of understanding of how campuses were approaching diversity. The dimensions seem to provide a useful framework to think about how one might monitor progress. The project developed a set of indicators that emerged from and with the campuses, as well as from national efforts aligned with the dimensions of Access and Success, Campus Climate, Education and Scholarship, and Institutional Viability (see charts on pages 10-11). While these indicators were used to different degrees on each campus there was considerable overlap. These indicators also provided the core of institutional data that the Foundation asked each campus to develop and provide in relation to its interim reports. Because basic information regarding structural diversity on campus is common to each campus, and, because much of this data is available through readily available resources, each campus has been given a campus data workbook each fall with charts showing progress during the grant period and, in some cases, over a 15-year period. In turn, campuses have been asked to provide other

indicators from their own data such as persistence and retention data disaggregated by race, ethnicity, and gender and where possible by class.





Interim reports. The six-month reports have provided a structure by which each campus could, theoretically, bring together people and information to evaluate progress and to make changes as needed. These interim reports have been regularly read by at least two members of the evaluation resource team and Foundation officers. Campuses are given written feedback. An overarching intent of this process has been to prompt campuses to look holistically and reflectively at their progress toward the institutional goals they had articulated in their proposals and to look longitudinally at disaggregated data on a regular basis. One of the early observations has been that developing the capacity to create, develop, present, and use data for institutional purposes does not always come easily. The tendency among already taxed staff is to create and submit interim reports to Irvine as mandated rather than use them to facilitate campus discussions. The role of an institutional research person appears to be central to that effort. In addition, the culture of institutions with respect to using and sharing data varies widely. Encouraging the use of these reports on campus has required some prompting.

The process. As the initiative moves into the fourth year of a five-year project, it is clear that while the tenets of organizational learning in colleges and universities are apparently consistent with the learning and research orientation of higher education, the relationship is not a simple one. What might seem to be a sensible and obvious process actually interrupts typical campus patterns at almost every point. From forming teams, to bringing people across institutional boundaries together, to accessing campus information data systems in usable ways, this process has challenged many campuses to interrupt busy and separate activities to come together.

Campuses, almost no matter what their size, are complex and highly decentralized entities. While we might wish otherwise, there is less experience in the use of data to inform decisions, and relevant data is not as accessible as one might hope. Obvious data such as longitudinal information on graduation and retention disaggregated by race and ethnicity often had to be developed. Moreover, the diversity of opinion on campuses and the diffusion of leadership mean that conversations about diversity can be contentious and difficult to engage. Finally, while a research culture encourages transparency of data and information in the academic setting, such information can be quite difficult at the institutional level. Information often has institutional and political significance—and how much this matters needs to be taken into consideration. Thus, it is hard not to want to make one's campus look good or avoid making information too public. Sharing of information may generate controversy for leadership or for the image of the institution, particularly in a context in which diversity has been the object of intense political and legal challenges.

The participants in the project are learning that collaboration, while beneficial, takes time and effort. In the first year, we began to see the impact of transitions on the continuity of campus teams and the intentionality that had to be used to bring new people to the effort. The issue of turnover and continuity at all levels of campus diversity efforts remains a powerful factor. Good communication is also an important element that is not always easy to achieve. How to respond appropriately to these issues in the context of each

institution has been important to members of campus teams as well as to the evaluation project team.

The Impact Study

Developing out of the work with campuses, the impact study is designed to assess the overall impact of the CDI, to provide an opportunity to review the unique approach developed by the Irvine Foundation in their work with campuses and to add to the knowledge base in the field concerning diversity and change. Six questions form the basis of the study:

1. What is the status of the success of underrepresented populations in Irvine-funded campuses?
2. What is the status of institutional capacity for diversity? Have institutions changed over time? Are the diversity efforts likely to be sustained?
3. What has been the impact of Irvine funded efforts?
4. What goals and strategies are included in these efforts?
5. What mechanisms seem to facilitate and impede progress?
6. What lessons have been learned in general?

The study began in 2000 and will use the rich source of quantitative and qualitative data provided by each of the campus' evaluation reports, extensive document analysis, and site visits to about half of the campuses, to answer these questions. In order to facilitate the development of the impact study, and to invite the participation of the campuses, campuses have been assured that, as part of the impact study, individual campus data will not be identified, and that data will be presented in ways that ensure confidentiality.

Research Tools

To facilitate the analysis, a number of specialized tools have been developed to look specifically at institutional change and the degree to which diversity efforts are becoming institutionalized. One of these tools is called the "depth and breadth matrix" which prompts individuals familiar with the campus to identify both a baseline and concluding point for campuses in terms of diversity efforts. A rubric instrument has also been developed to look at key elements of effective practice that have emerged from the literature on diversity and organizational change. This rubric permits an assessment of five elements at the beginning and the end of the grant: Goals, Resources, Capacity, Leadership and Centrality. Whether and how these elements will be linked to change and the likelihood that change can be sustained will be investigated as part of the impact study.

Research Opportunities

With 28 sites and a significant amount of information, the impact study will also provide an opportunity to address questions that are emerging from higher education more generally concerning diversity efforts.

Benchmarking. Certainly tracking the current patterns and successes for underrepresented and newer populations in California and looking at these patterns in relation to other

segments of higher education will provide an important state-wide picture. Some of the data will allow an analysis over a fifteen-year period as well providing a more longitudinal look at access issues in California over time. While studying the economic background of students is more difficult to do empirically, the results of our data will provide some insights into the relationship between race and class on some of the campuses.

Achievement. Looking more deeply into factors that facilitate student success on campus is also an important priority. Some campuses in our cohort, for example, have few achievement gaps among racial and ethnic groups, while others have wide gaps. While institutional selectivity is a factor, it is clearly not a factor on some campuses. The impact study will provide an opportunity to understand this further and thus contribute on behalf of The Irvine Foundation to the larger national conversation on this issue.

Faculty Diversity. Faculty diversity is an important issue across the country. We are tracking this information for all the campuses. In addition, about half of the campuses have identified this as an important part of their Irvine effort. The analysis related to faculty diversity, as with all the analyses, will not just look at numbers but will look at context, the qualitative data, and, the strategies being employed, to develop a more holistic understanding of factors that facilitate and impede the recruitment and retention of faculty of color.

Curriculum and Learning. Curriculum change continues to be important with campuses trying to deepen the engagement with curriculum and learning about diversity issues in broader and deeper areas of the academic program. While listing new courses or faculty participants in this effort is certainly relevant, the evaluation process encouraged campuses to think about how they would know if they are making progress in increasing the depth and breadth of their efforts. A template was created to encourage campuses to think along four dimensions: the availability of curricular offerings that address diversity across departments and within departments, the experience of students taking advantage of the diversity in the curriculum, the learning that resulted from these experiences, and the level of faculty engagement in these efforts. While fewer campuses have directly engaged issues of student learning, several have been developing creative and manageable ways to think about assessing student learning about diversity.

Culture, Mission, and Diversity. Because organizational culture is seen as an important element of understanding institutions and also because it is likely that there is an important relationship between organizational culture and diversity work (Ibarra, 2000; Kezar & Eckel, 2002; Aleman & Salkever, 2003), the study will also look more deeply at the role of institutional mission and culture on diversity efforts and the sustainability of diversity efforts. In the Irvine cohort, there are a number of religious institutions, secular institutions, and institutions with distinctive missions. How diversity is expressed in these institutions, and how the culture and mission impact the diversity effort, will be an important question to pursue.

The Unknown Study. While many of these topics were anticipated in advance, a number of issues of interest have emerged during the course of the project. One of these, emerging on the campuses as well as nationally, is the increase of students being placed in an “unknown” category. Because disaggregating data by race, class, and gender is central to understanding institutional progress and the experience of different groups of students, an increasing percentage of people classified as unknown makes disaggregating data more difficult. With the assistance of several campuses, the project has been studying the unknown category among students. When in an institutional process are students identifying themselves, who and how is the “unknown” category developed, and who are the students in this category? A research brief about this study will be disseminated this next year.

The Foundation’s Strategy. The James Irvine Foundation has employed a number of strategies in this initiative including the availability of large grants, the attempt to build a collaborative relationship with campuses, the use of a multistage process, and the desire to involve senior leadership. By focusing on the institution, rather than on simply the projects funded by grants, the Campus Diversity Initiative has required more active engagement of everyone. In addition, many aspects of the process have seemed to make a difference. Even fairly modest elements such as when in the academic year were grants awarded had an impact on the ability of campuses to begin their work. Because the grants were only for three years, we are seeing campuses request no-cost extensions to give additional time to use the resources of the grant more effectively. The three-year time frame may also provide a window on whether current efforts will be sustainable rather than assuming that huge changes can or will occur in such a limited period.

Organizational Learning in Higher Education. The design of the entire approach is built on an assumption that intentionality and embedding diversity broadly and deeply throughout the campus is critical for success and sustainability. The four step process of institutional overview, proposal, evaluation plan and interim reports has been developed to encourage campuses to look at themselves holistically and in context and also to promote intentionality in clarifying the goals and monitoring them over time. Whether this process and this model yield meaningful and sustainable progress on diversity will also be considered. By looking at other institutions and also by comparing Foundation reports developed prior to this initiative, the study may begin to reveal which elements are important.

The Future of the Campus Diversity Initiative

With the support and continuing engagement of these 28 campuses, there is an opportunity to learn a great deal about the experiences of undertaking this approach to diversity, information about successful practices that emerge, some benchmarking on diversity initiatives, and, a great deal about the applicability of an organizational learning approach to change in higher education and to diversity change, in particular.

There is an opportunity to address, as well, the dynamic context in which institutions and diversity efforts are found. The increasing demographic diversity of California, and the nation, the rise in multiracial identities, the recent legal challenges and decisions

including the University of Michigan case, the public policy context and the increasing connection between public opinion about diversity issues and campus approaches, have significant influence on the campus context.

Because the impact study was designed not just to provide information back to the campuses participating in CDI or the Foundation itself, a significant effort will be made to disseminate the results of the study nationally. It seems clear that the two intersecting domains of organizational learning and diversity are important and need to be considered. That is, the process of how institutions engage in their efforts toward progress appears related to achieving success. To that end, two monographs and several research briefs will be published and distributed through AAC&U. These publications will be available in 2006. While the approach of each monograph is still under development, one is likely to focus on what has been learned about diversity efforts: what works, what doesn't, the role of mission and culture, emerging issues and questions. The second monograph will engage the process of institutional change in relation to diversity, the use of organizational learning, and, the applicability of the tools and resources developed for the Campus Diversity Initiative.

Learning from projects like the CDI and evaluations of diversity work nationally is becoming increasingly important as funders focus their attention on making significant and sustainable improvements concerning issues of access and success and for those with fewer economic resources and strengthening institutional capacity for successfully educating students for a diverse society.

References

- Aleman, A.M.M. & Salkever, K. 2003 Mission, Multiculturalism, and the Liberal Arts College: A Qualitative Investigation. Journal of Higher Education, 74(5), 563-596.
- Bensimon, E.M., Polkington, D. E., Bauman, G., Vallejo, E. 2004. Doing research that makes a difference. Journal of Higher Education, 75(1).
- Boyce, M.E. 2003. Organizational Learning is Essential to Achieving and Sustaining Change in Higher Education. Innovative Higher Education, 28(2), 119-136.
- Eckel, P., Green, M., Hill, B. 2001 On Change V Riding The Wings of Change: Insights from Transforming Institutions. Washington, DC: American Council on Education.
- Hernandez, G. & Visser, M. 2001. Creating a Culture of Inquiry: A James Irvine Foundation Report. SF: James Irvine Foundation.
- Ibarra, R.A. 2000. Beyond Affirmative Action: reframing The Context of Higher Education. Madison, WI: University of Wisconsin Press.
- Kezar, A., Eckel, P. 2002. The Effect of Institutional Culture on Change Strategies in Higher Education. Journal of Higher Education. 73 (4).
- Musil, C.M., Garcia, M., Hudgins, C.A., Nettles, M. T., Sedlacek, W.E., Smith, D.G. 1999. To Form A More Perfect Union: Campus Diversity Initiatives. Washington, D.C. Association of American Colleges and Universities.
- Nettles, M.; Sedlacek, W.; Smith, D.; Musil, C.; Hudgins, C.; Garcia, M. 2002. Assessing Diversity on College and University Campuses. Washington, D.C.: AAC&U
- Pew Charitable Trusts. 2001. Returning Results: Planning and Evaluation at the Pew Charitable Trusts. Philadelphia: Author.
- Preskill, H. & Torres, R.T. 1999. Inquiry for Learning in Organizations Thousand Oaks: Sage
- Smith, D.G. 1999. Strategic Evaluation: An imperative for the Future of Campus Diversity. In Cross, M., Cloete, N., Beckham, E.F., Harper, A., Indiresan, J., Musil, C. (Eds.) Diversity and Unity: The role of Higher Education in Building Democracy. Capetown, South Africa: Maskew Miller Longman.
- Smith, D.G., Garcia, M. Hudgins, C.A., Musil, C.m., Nettles, M.T., Sedlacek, W.E. 2000. A Diversity Research Agenda. Washington, DC: American Association of Schools and Colleges.
- WASC. 2002. A Guide To Using Evidence In the Accreditation Process. Oakland, CA: Author.
- W.K. Kellogg Foundation. 1998. Evaluation Handbook. Battle Creek, MI: Author.

